# **RSU #57 Summative Evaluation Rubric**

Name of Staff Member:	School:	Date:
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### 1. What do I typically do to provide clear learning goals, rubrics, or exemplars?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear	Adapts and creates	Provides a clearly stated learning goal	Provides a clearly stated learning goal	Uses the strategy	Should use the strategy, but
learning goals and	new strategies for	accompanied by a scale or rubric that describes	accompanied by a scale or rubric that	inconsistently or with	doesn't.
scales (rubrics)	unique learner needs levels of performance and monitors learners'		describes levels of performance, but does	parts missing.	
	and situations.	understanding of the learning goal and the levels	so in somewhat of a mechanistic		
		of performance.	(impersonal) way.		

Rubric Score: Comme
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# 2. What do I typically do to track learner progress?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking learner	Adapts and creates	Facilitates tracking of learner progress using a	Facilitates tracking of learner progress	Uses the strategy	Should use the strategy, but
progress	new strategies for	formative approach to assessment and monitors	using a formative approach to	inconsistently or with	doesn't.
	unique learner needs and situations.	the extent to which learners understand their level of performance.	assessment, but does so in somewhat of a mechanistic (impersonal) way.	parts missing.	

Rubric Score:	Comments:
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3. What do I typically do to celebrate success?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	Adapts and creates	Provides learners with recognition of their	Provides learners with recognition of	Uses the strategy	Should use the strategy, but
	new strategies for	current status and their knowledge gained	their current status and their	inconsistently or	doesn't.
	unique learner needs	relative to the learning goal and monitors the	knowledge gained relative to the	with parts missing.	
	and situations.	extent to which learners are motivated to	learning goal, but does so in somewhat		
		enhance their status.	of a mechanistic (impersonal) way.		

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### 4. What do I typically do to establish and maintain classroom code of conduct and classroom procedures?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing	Adapts and creates	Establishes, reviews, and models expectations	Establishes and reviews expectations	Uses the strategy	Should use the strategy, but
classroom routines	new strategies for	regarding code of conduct and classroom	regarding code of conduct and	inconsistently or	doesn't.
	unique learner needs	procedures consistently and monitors the	classroom procedures consistently, but	with parts missing.	
	and situations (PLPs).	extent to which learners understand the rules	does so in somewhat of a mechanistic		
		and procedures.	(impersonal) way.		

Rubric Score:	Comments:
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### 5. What do I typically do to organize the physical layout of the classroom?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing the	Adapts and creates	Organizes the physical layout of the classroom	Organizes the physical layout of the	Uses the strategy	Should use the strategy, but
the classroom	new strategies for unique learner needs and situations.	to facilitate movement and focus on learning and monitors the impact of the environment on learner learning.	classroom to facilitate movement and focus on learning, but does so in somewhat of a mechanistic (impersonal) way.	inconsistently or with parts missing.	doesn't.

Rubric Score:	<b>Comments:</b>		
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Staff Signature	Date	Administrator Signature	Date

The staff member's signature denotes that the staff member has received and read the evaluation. Any written comments that the staff member makes concerning this evaluation, if received within 10 working days, will be appended to this document.